



Focus on Effective Instruction

IMPORTANT

AWARD OPPORTUNITY

The **Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST)** is the highest honors bestowed by the United States government specifically for K-12 mathematics and science teaching.

Anyone--principals, teachers, parents, students, or members of the general public--may nominate exceptional mathematics or science (including computer science) teachers who are currently teaching grades 7-12 for the 2014-2015 award year. Teachers may also apply directly at www.paemst.org.

The **Nomination Deadline is April 1, 2015**. This date gives the nominated teacher time to prepare an application prior to the application deadline. The **Application Deadline is May 1, 2015**, for secondary school teachers (grades 7-12). Elementary school teachers (grades K-6) are eligible to apply during the 2015-2016 program year.

I-STEP READINESS

Did you miss webinars addressing the I-STEP Readiness test on Feb. 12?

View the recorded webinar here:

<http://youtu.be/8cbuUw5Dt-E>

The focus of this article for this month is [Turnaround Principle 3 –Effective Instruction](#). Turnaround Principles are not only used as a strategic system to support schools that may be struggling, but more importantly the eight principles are indicators for high performing schools. When discussing [Turnaround Principle 3](#) it is important to emphasize that there are many components that come together to create an environment of high quality effective best practices that develop into effective instruction. These components are outlined in the following reading.

◆ **Learning Objectives**

Learning objectives must be posted and referred to within the lesson. These set the tone for students of what students are learning, the purpose, and how it applies to their life. The learning objective must be clear and measureable. It is essential that these objectives are aligned to the curriculum, Indiana Academic standards, and also align to the assessments that the student will be given.

◆ **Instructional Strategies**

It is important to implement instructional strategies that require active engagement. Effective instruction demands the use of a variety of instructional and response strategies to meet the needs of multiple learning styles. It is also important for teachers to utilize student learning data from formal and informal assessments to intentionally select these strategies to maximize student engagement and growth.

◆ **Checking for Understanding**

Checks for understanding (CFUs) are often neglected as an essential point within a lesson to help gauge student understanding or learning to help inform, monitor, and adjust instruction. Data from CFUs can and should be utilized to select instructional strategies and develop student groupings. When implemented effectively most students will master the objectives on first instruction and those that do not should be given further support. Administrators should monitor the use of CFUs during informal walk-throughs and formal observations.

(continued on page 2)

I-STEP PRETEST WORKSHOP

The I-STEP pretest recording can be accessed here:

http://youtu.bxOJS_G55syo

After viewing the workshop video, complete and submit attendance survey by **Feb. 23, 2015**:

<http://form.jotformpro.com/form/50294989456977>



Check out

**Superintendent Ritz's
Newest Message**

ECA Support for Educators

Assessment staff at the IDOE have recorded additional guidance related to the college and career ready Algebra 1 and English 10 sessions during the Spring 2015 ECA Administration.

Click here to access the new support resources: <http://www.doe.in.gov/assessment/end-course-assessments-ecas>



Check out some of the upcoming workshops at Southern Indiana Education Center.

- Questioning in the Math Classroom: Grades 6-12
- High Ability Workshop Series
- Top 10 Ways to Increase Student Engagement

Focus on Effective Instruction (Continued from page 1)

◆ **Content Knowledge**

It is important that all teachers are highly qualified in the area to be taught and have the necessary content knowledge to support effective instruction. Lessons need to be relevant rich with relevant standards-based content. The teacher is effective in approaching the content from multiple angles to support all learning styles. Also in effective classrooms students are highly engaged and are asking relevant questions that are addressed by the teacher or other students.

◆ **Use of Data**

Effective teachers have the skills to utilize multiple measures of data which include diagnostic, formative, and summative data to differentiate and improve student achievement. It is important to establish a culture that data is reviewed in every teacher meeting to allow the staff to collaborate as a team to meet the needs of students. The use of data from CFUs and evidence from student learning can be utilized to re-teach and spiral as needed. It is essential that data is reviewed in a systematic way to identify students that are not mastering the basic skills so that they can be given diagnostic assessment to target their learning needs.

◆ **High Expectations**

In effective schools and classrooms, teachers hold high expectations for all students academically and behaviorally. These educators believe that all students can achieve to the highest potential when provided high quality rigorous instruction. It is important that depth of knowledge and high level questioning are utilized in instruction as required with the new standards as well as the upcoming state assessment. High expectations are also established in not allowing students to give up or not respond when the work is viewed as too hard. Academic progress is monitored through discussion of student data with the leadership team. The leadership team is then able to provide support to classroom teachers and students that have exhibited the greatest need. Also in effective schools, classroom behavior is consistent throughout the school. Students are taught the skills of self-discipline and self-management.

Indiana Association for Child Care Resource and Referral

(IACCRR) announces **The Child Care Search** button, a **free** service that directs users to www.childcareindiana.org and allows your school to partner with the Indiana Association for Child Care Resource and Referral (IACCRR) and local Child Care Resource and Referral agencies to help families find high quality child care and out-of-school time options. **Adding the Child Care Search button to your school website is easy and FREE!** For more information, visit www.iaccrr.org and click on 'Link to Us'. For questions, contact the Indiana Association for Child Care Resource and Referral at datahelp@iaccrr.org.